DOCUMENT RESUME

ED 152 724 SP 012 433

AUTHOR Powers, P. Randall; Dunlap, William P.
TITLE The Competency-Based Preservice Teacher Preparation Program of the Early and Middle Childhood Education Department, University of Louisville.
PUB DATE 77
NOTE 19p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Budgeting; Elementary Education; Evaluation Methods; *Higher Education; Learning Activities; *Performance Based Teacher Education; *Program Descriptions
IDENTIFIERS Early Field Experience; *University of Louisville KY

ABSTRACT

The Phase Program of the Undergraduate Teacher Preparation Curriculum at the University of Louisville (Kentucky) is described. Developed by the Early and Middle Childhood Education Department, the program incorporates the study of theory and methods with concurrent field experience. The program is divided into four phases covering a period of four semesters. Phase I includes the course "Introduction to Education" and an initial field observation experience. It is during this phase that students decide to make formal application to the teacher education program or not. In Phase II, students take methods courses in children's literature, language arts, and mathematics, engage in two full days per week field experience, and undergo any remedial work recommended in early screening. Phase III students participate in social studies, science, and reading methods courses, and continue two days of field work per week. Phase IV students teach five days a week for sixteen weeks, assuming responsibility for all classroom activities, and participate in weekly seminars on educational philosophy. Detailed descriptions of each program phase, budget requirements, and evaluation design are presented. (MJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152724

THE COMPETENCY-BASED PRESERVICE TEACHER PREPARATION PROGRAM OF THE EARLY AND MIDDLE CHILDHOOD EDUCATION DEPARTMENT UNIVERSITY OF LOUISVILLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William P. Dunlap
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Submitted by:

F. Randall Powers
F. RANDALL POWERS, Dean
School of Education
University of Louisville

William P. Dunlap
WILLIAM P. DUNLAP, Chairman
Early & Middle Childhood Education
University of Louisville

SP 012 433

THE COMPETENCY-BASED PRESERVICE TEACHER PREPARATION PROGRAM
OF THE EARLY AND MIDDLE CHILDHOOD EDUCATION DEPARTMENT
UNIVERSITY OF LOUISVILLE

PROGRAM OVERVIEW

The Phase Program of the Undergraduate Teacher Preparation Curriculum at the University of Louisville can be viewed as analogous to the extensive training required during an internship. The Early & Middle Childhood Education Department has developed a highly sophisticated and specialized teacher preparation program which provides a balance between theory and practical application. The program also develops competencies for teaching children with special needs in the regular classroom.

The unique aspect of the elementary program is that it incorporates the study of theory and methods with concurrent field experiences. Students are provided with a gradual, cumulative exposure to actual classroom teaching. All field experience is in the surrounding school systems under the direction of certified teachers and university faculty.

The undergraduate teacher education program is designed to develop a basic foundation of understanding and competence in facilitating learning. The program is divided into four phases that cover a period of four semesters. Phase I, the introductory phase, includes the course, Introduction to Education, and an initial field observation experience. During this phase, students decide whether or not they wish to make formal application to the teacher education program.

Prior to the Phase II experience, students are screened to determine

reading, writing, speech, and hearing abilities and to gain insight into their commitment to teaching as a profession. At this time, individuals are identified who need special training in reading or writing skills or treatment of speech and hearing impairments. When indicated, students may be advised to reconsider their choice of the teaching profession before proceeding with the program. Screening and evaluation continue throughout the other three phases.

In Phase II students take methods courses in children's literature, language arts, and mathematics and are involved two full days per week in field experience on an one-to-one and small group basis. In Phase III, students participate in social studies, science, and reading methods courses while working two full days per week in the classroom putting theory into practice. Phase IV involves student teaching five days a week for sixteen weeks. While gradually assuming full responsibility for all classroom activities, the students participate in weekly seminars. These seminars help the students to solidify their educational philosophy while acting as a forum for theoretical and practical discussions. Throughout Phases II-IV, the students' work is evaluated by both university faculty and the cooperating teachers.

Throughout all phases, students are prepared to work in the regular classroom with mainstreamed special education pupils. Provisions have been made in field experiences for students to observe and to teach children with special needs (mainstreamed) in the regular classroom. These teaching activities are interrelated with modules/competencies developed in the courses on social studies, reading, language arts, mathematics experiences.

The paramount objective of the phase program is to increase each student's effectiveness in the professional role and to acquaint him/her with the resources available for personal and professional fulfillment. The combination of a competency-based curriculum with a wide range of experiences in different classroom settings gives the student an excellent balance between theoretical and practical experience.

PROGRAM DESCRIPTION

PHASE I

Objective: This introductory phase is designed to provide undergraduate students with an opportunity through coursework to explore the education profession and to provide opportunities for participation in field experiences, before making a final career decision.

Function of Cooperating Teachers: Cooperating teachers provide for observation and interpretation of school situations and supervise the students while making provisions for: student observation; facilitation of one-to-one tutoring; small group instruction sessions; opportunities to meet school personnel, visit to other classrooms, and learning about school resources.

Expectation of the Phase I Student: Students are expected to observe the following in school situations: physical facilities; types of school supplies; texts and instructional resources; teaching-learning situations and methods; roles of school personnel; pupil behavior; and philosophy of the school.

Students tutor children in one-to-one situations and in small groups when the cooperating teacher feels they have the necessary instructional skills.

Evaluation Procedures: Students complete observation forms and write logs of classroom observations. They also take tests and write papers as part of the university experience.

Final Student Competencies: The students become familiar with concepts such as: learning centers, criteria-referenced tests, team teaching, media in the classroom, and open and traditional classrooms. The students, while in tutoring sessions, demonstrate their awareness regarding the range of children's abilities, interests, and needs.

The most important result of Phase I is that students will have a more realistic basis for making a decision about their future role in education. With their knowledge of classroom resources, classroom teacher role, school personnel role and children and the learning process, they are in a better position to make a career decision in favor of or against education. If students decide to pursue a teaching career, they may apply for admission to the School of Education.

Screening Procedures: In addition to the formal application and acceptance in to the School of Education, the Early and Middle Childhood Education Department (EMCE) has developed screening procedures to determine the students abilities in non-academic areas which are considered essential to success in teaching. These competencies are not necessarily reflected in the students' grade point average. The EMCE faculty has identified the following areas to be evaluated: (1) interpersonal skills, (2) commitment to teaching, (3) speech models, (4) speech, (5) hearing, (6) reading, (7) writing, and (8) spelling.

Interpersonal skills and commitment to the teaching profession are evaluated in an interview of each student by two faculty members, as is the appropriateness of each student's speech. Students with problems in these areas are referred to the university speech or counseling clinic. Students whose commitment to teaching is questionable undergo a second interview at the conclusion of Phase II. During this second interview, students without a clear commitment to teaching are counseled into other career choices.

Speech and hearing tests are administered at the University Speech & Audiology Clinic. A standardized reading test, such as the Nelson-Denney Reading Tests, is used to measure vocabulary, comprehension and rate. Students with serious deficits in any of these areas are advised to complete a reading skills course for college students.

The writing test measures students' abilities to communicate. In an essay exam, students respond to one of three problematic educational situations. Each paper is evaluated anonymously by three faculty members in terms of mechanics, clarity, content organization. When students lack competence in communicating in written form, they are advised to complete additional courses designed to improve their writing competencies. These courses are offered through the English Department.

PHASE II

Objective: Since the students may have had little teaching experience in elementary or middle schools, Phase II is designed to provide many opportunities to interact with pupils in one-to-one or small-group teaching situations. Courses included in Phase II are: Foundations of Education, Children's Literature, Language Arts, and Teaching Elementary School Mathematics. Specific competencies for working with mainstreamed children in the regular classroom are included in these courses. The students are provided with field opportunities to plan activities in the areas of language arts and mathematics, to carry out their plans, and to evaluate the outcomes.

Functions of the Cooperating Teacher: The cooperating teacher provides undergraduates with opportunities to participate directly in elementary or middle school classrooms. Students have idetified the following practices as most helpful to them: (1) opportunities to confer with the cooperating teacher about the scheduling of these planned activities that are required by university instructors; (2) opportunities to be actively involved with pupils of varying abilities through tutoring, teaching small groups, or teaching the entire class when indications of good teaching techniques have been well established; (3) opportunities to discuss teaching techniques and philosophies; opportunities to meet other school personnel and to learn about

school facilities; (4) opportunities for cooperating teacher and student to jointly evaluate lessons taught and (5) opportunities for cooperating teacher-student planning for subsequent instructions.

Expectations of the University-based faculty: Phase II students are visited at least once by each faculty member of the faculty team during the semester. Additional visits are made by Graduate Assistants assigned to the Phase II team. During the visit, students will be observed while they teach a small group of pupils. Following the observation, both the Phase II student and the university observer will discuss strengths and weaknesses displayed during the student's demonstration. Alternative approaches may be recomended.

Cooperating Teacher Evaluation: Both informal and written evaluation instruments are used by the cooperating teachers and submitted to the university.

Final Student Competencies: The major demonstrable competencies that students will have at the end of Phase II include: knowledge of availability and use of literary materials; the ability to select, develop and/or use appropriate materials in language arts and math; knowledge of how to use diagnostic prescriptive teaching in math and language arts; ability to organize and manage a classroom environment to meet the needs of regular mainstreamed children; an understanding of developmental patterns of elementary school children; and the ability to write and implement lesson plans.

PHASE III

Objective: Phase III is designed to provide students with early teaching experience in which they may apply skills gained from the methods courses. The courses required in Phase III are: Teaching Reading in the Elementary

School, Teaching Social Studies in the Elementary School and Teaching Science in the Elementary School. Instructional modules are used to demonstrate how to include the normal range of children as well as the mainstreamed handicapped child by utilization of an individualized diagnostic-prescriptive system. Students are encouraged to interact with pupils in large groups as well as in small-group teaching situations. They are given opportunities to plan activities in the areas for reading, social studies, and science, to implement their lessons, and to assess the results.

Function of the Cooperating Teacher: The cooperating teacher provides undergraduate students opportunities to become actively involved in an elementary or middle school classroom. With the supervision of the classroom teacher, students are to plan, teach, and evaluate activities for large or small groups.

Expectations of the Phase III Students: Students observe in the classroom and carry out prescribed requirements related to the methods courses while in these classrooms. In addition to teaching lessons in science, social studies, and reading, students are expected to become actively involved in any classroom activity that is considered appropriate and of value for their professional development. Phase III students are required to engage in formal peer evaluation at frequent intervals. For this reason it is necessary for a minimum of two students to be placed in each school. As the semester progresses, growth in behavior that is associated with effective planning and teaching of science, social studies, and reading should be demonstrated.

Expectations of University-based faculty: Faculty members from the EMCE Department coordinate the field experiences and teach the courses in science, social studies, and reading. Two graduate assistants are also members of the Phase III staff.

Each Phase III staff member visits each student at least once. During each visit, the student is observed while teaching a 20 - 30 minute planned lesson to a large or small group of children. Immediately following the lesson, a 15 minute conference between the student and the staff member is held. Together they evaluate the strengths and weaknesses of the lesson that has been taught. Also, the observer completes a formal evaluation form for each visit and discusses the notations with the student. Alternative activities for the lesson may be recommended. The Phase III staff observes at least one lesson demonstrating skills or instructional strategies acquired from each of the three methods courses. In addition to the field experience evaluation, the faculty members assess the acquisitions of the cognitive materials in each of the methods courses.

Cooperating Teacher Evaluation: The students are provided both formal and informal feedback on their classroom performance by the classroom teacher. The cooperating teacher provides a minimum of three written evaluations, one in each subject area of specific lessons taught by the student and a final evaluation of the student's performance in the classroom. The cooperating teachers are encouraged to discuss the evaluations with the student prior to submissions of these evaluations to the Phase III staff.

Final Student Competencies: The primary aim of the Phase III program is for students to develop, refine, and practice skills and competencies in the areas of reading, social studies, and science. The Phase III participants are expected to integrate and apply in the elementary or middle schools the theory and strategies presented in the methods courses.

PHASE IV

Objective: The Phase IV program is designed to provide student teachers with the opportunity to apply acquired information and coordinate specific teaching techniques in daily situations. It provides continuity for the student in on-going action-response settings. Phase IV provides the students with further experiences in strengthening and refining their skills for planning activities, initiating their plans and evaluating outcomes in the areas of language arts, mathematics, reading, science, social studies, and the other areas of the school curriculum.

Expectations of the Phase IV Student: During the field experience student teachers are expected to engage in activities which are designed to acquaint them with a total school program in order to develop necessary competencies for teaching. To obtain a comprehensive program of experiences, student teachers are expected to participate in school day routines, to be involved in planning lessons and activities, to become familiar with recording data, to utilize instructional equipment, to become knowledgeable of school policies and procedures, to attend professional activities, and to become aware of special school facilities through observation. The student teacher gradually assumes responsibility for the total class and ultimately does two weeks of solo teaching.

Expectation of University-based faculty: A university coordinator is assigned to each student teacher. The coordinator is responsible for maintaining communication between the School of Education, the student teacher, and the supervising teacher. He/she visits each school early in the semester to observe the developing relationship between the student and the teacher and to assist them in their working relationship. Throughout, the coordinators remain in close contact with the students and the supervising teachers.

Evaluation of the student teacher involves classroom visits and checklists and evaluation forms completed by the supervisors. The university coordinators also conduct weekly seminars with student teachers.

Supervising Teacher Evaluation: The supervising teacher makes three formal reports and several informal reports on the student's progress throughout the student teaching semester.

Final Student Competencies: The student teacher will develop, refine, and expand skills and competencies in the areas of language arts, mathematics, reading, science, social studies, and the other areas in the school curriculum. The student will function as an effective facilitator of learning. The student will relate to the pupils in the classroom in a positive manner. The student will display a professional attitude toward teaching as a career, toward the pupil in the classroom, and toward other educators.

The Phase program, as described here, is a program of continuous learning. The balance between theory and practice enables the students to develop their teaching skills gradually and concurrently with their studies in methodology. Continuous feedback is available to the students from cooperating teachers, peers, and university faculty. Consequently, weaknesses can be strengthened while the student is still in the beginning stages.

BUDGET*

A significant advantage of the phase approach is that it can be implemented without additional financial, personnel or material costs.

	PHASE I	PHASE II	PHASE III	PHASE IV
Number of Students Served	90	70	50	40
Faculty Salaries	$ 6,000	$ 13,000	$ 13,000	$ 6,000
Graduate Assistant Salaries	-----	$ 4,000	$ 4,000	$ 4,000
Cooperating Teachers Payment	-----	$ 4,000	$ 3,000	$ 6,000
Travel for Supervision	-----	$ 2,000	$ 2,000	$ 2,000
Supplies	$ 200	$ 600	$ 600	$ 200
	$ 6,200	$ 23,600	$ 22,600	$ 18,200

*Per semester

The resulting figures show a per pupil expenditure at each phase of: Phase I - `66.67, Phase II - $337.14, Phase III - $400.72, and Phase IV - $455.00. The student enrollment reflect increasing numbers entering in Phase I and increased enrollment figures during Phases II, III, & IV would be expected during future semesters. Enrollment figures suggest students are selecting the teacher education program at the University of Louisville over programs at other state universities that do not utilize early childhood experiences. The declining enrollment figures between Phase II and Phase III, and between Phase III and Phase IV are the results of greater selectivity during screening procedures and of continued evaluation during the phases.

EVALUATION DESIGN

EVALUATION MODEL MATRIX

Dimension Factors

	Input	Process	Output	Evaluation
Exploratory Goals				
Specific Goals				
Implementation				
Evaluation				
Analysis and Recycle				

This model is inherently flexible in that both courses (and within course modules) and the program can be evaluated.

Definitions of Terms

Prior to providing examples of the evaluation design application an operational definition of terms is required.

Dimension Factors:

1. Input refers to both competencies and experiences expected of students entering in a course or program.

2. Process refers to the activities the student is involved in during a course of program.

3. Output refers to the competencies and experiences obtained by students at the end of a course or program.

Operation Factors:

1. Exploratory Goals refer to those non-measurable goals that are felt to be necessary parts of a process (class, program). Such activities as field trips, observations, etc., would be illustrative examples.

2. Specific Goals refer to those goals that are thought to be measurable and necessary in a class or program. Such things as stated behavioral objectives which have direct measurable aspects, GPA, test on content, etc., are examples.

3. Implementation refers to a module, class or program that has been developed based on the explanatory and specific goals.

4. Evaluation refers to the evaluation that would be conducted after the explanatory and specific goals have been implemented.

5. Analysis and Recycle refers to the interpretation of the evaluated data relative to the validity, reliability and applicability. The results would then be recycled for improvement of explanatory and/or specific goals and/or implementation procedures for improvement of an instructional process (module, course, program).

Evaluation Process

The following matrices for Phases I-IV are designed as an in-depth evaluation model of the student's on-going classroom and field performance. The behaviors indicated are related directly to the objectives of the teacher preparation program.

PHASE I

	INPUT	PROCESS	OUTPUT	EVALUATION
Exploratory Goals	"Do I want to be a teacher?"	Observation	Motivation to decide to major in teacher education	Check enrollment figures, self-evaluation
Specific Goals	Learn functions of school personnel, gain experiences with children	Field Experiences	Ability to define roles of school personnel	Post-Test
Implementation	Readings: textbook, journals, monographs	Course in Introduction to Education	Completion of Phase I	Do the activities enable students to successfully complete Phase I?
Evaluation	Pre-Test	Evaluation by professor and cooperating teacher	Can students successfully participate in Phase I?	(No Pre-Test) Are the Pre-tests, Post-tests, and surveys valid and reliable?
Analysis and Recycle	Do students possess the specific goals?	Do the field experiences, modules, checklists, and courses enable students to develop the desired outputs?	Do students possess the desired output?	Do students as prospective teachers understand mainstreaming concepts?

PHASE II

	INPUT	PROCESS	OUTPUT	EVALUATION
Exploratory Goals	Motivation to become an elementary teacher	Observation of regular children and children with special needs. Positive Behavior Checklist.	Understanding the need for mainstreaming children with special needs.	Attitude survey.
Specific Goals	Knowledge of and ability to teach language arts and math skills.	Administer diagnostic instruments. Field experiences.	Prescriptive teaching of language arts/math. Educational planning for children with special needs.	Post-test.
Implementation	Modules on teaching language arts and math.	Modules on diagnosis in language arts/math. Field experiences.	Completion of Phase II. (language arts/math courses)	Do the activities enable students to successfully complete Phase II?
Evaluation	Pre-Test	Evaluation by cooperating teachers and professors during field experiences.	Can students successfully participate in Phase II?	Are the pre-tests, post-tests, and surveys valid and reliable?
Analysis and Recycle	Do students possess the specific goals?	Do the field experiences, modules, checklists and courses enable students to develop the desired outputs?	Do students possess the desired outputs?	Are students as teachers able to mainstream children?

PHASE III

	INPUT	PROCESS	OUTPUT	EVALUATION
Exploratory Goals	Desire to expand skills for children	Observation of regular children and children with special needs. Positive Behavior Checklist.	Understanding the need for mainstreaming children with special needs.	Attitude survey.
Specific Goals	Knowledge of Reading/ Social Studies/ Science	Field Experiences Administer Diagnostic Instruments	Prescriptive teaching of Reading/Social Studies/Science. Educational Planning for children with special needs.	Post-test
Implementation	Modules on Teaching Reading/Social Studies/ Science/Learning Packets. Learning Centers.	Field experiences, courses in Reading/ Social Studies/Science	Completion of Phase III (Reading/Social Studies/Science)	Do the activities enable students to successfully complete Phase III.
Evaluation	Pre-test	Evaluation by cooperating teachers and professors during field experiences.	Can students successfully participate in Phase IV?	Are the pre-tests, post-tests, and surveys valid and reliable?
Analysis and Recycle	Do students possess the specific goals?	Do the field experiences modules, centers, packets, and courses enable students to develop the desired outputs?	Do students possess the desired outputs?	Are students as teachers able to mainstream children?

PHASE IV

	INPUT	PROCESS	OUTPUT	EVALUATION
Exploratory Goals	Desire and ability to teach without the structure of university courses.	Observation of regular children and children with special needs. Positive Behavior Checklist.	Responsible for mainstreaming children with special needs.	Survey
Specific Goals	Knowledge of and ability to teach Reading/Social Studies/Math/Language Arts/Children's Literature.	Field experiences, lesson plans, curriculum development.	Prescriptive teaching in all areas. Educational Planning.	Evaluation of skills displayed doing field experiences.
Implementation	Field experiences	Field experiences	Completion of Phase IV	Classroom Teachers
Evaluation	Application for Student Teaching. Interview and Observation.	Evaluation by cooperating teachers and professors during field experiences.	Can students successfully demonstrate teaching skills in all areas?	Are the field experiences and seminars effective?
Analysis and Recycle	Do students possess the specific goals?	Do the field experiences and phases enable students to develop competencies for teaching.	Do students possess the desired outputs?	Are students as teachers able to mainstream children?

Participant Feedback

Student response to the phase program has been enthusiastic. They have expressed appreciation for the learning they have gained as a consequence of having experience in different schools, at different levels, in different settings, and at different grade levels. Among the advantages of early field experiences listed by students are the following: observation of new ideas, techniques, methods; the immediate application of methods from courses; opportunities to be creative and innovative; the development of classroom management skills; the building of an educational philosophy and also learning what not to do. At the final phase, student teaching, students report they feel well prepared and confident and state that everything they learn in the phase program is relevant and applicable.

Responses from local school systems have been positive. They have fully cooperated with the University regarding field placements and field experience activities. These school systems have also indicated preference in hiring students from the University of Louisville phase program over those students that have not had such extensive field experience.

Summary

The Phase program is a team effort between the school community and the university. Individual needs of students can be met because each student is placed with a teacher who will make his/her training suit specific needs. The program's adaptability lies in its flexibility: the student can get special attention where required, the university can adjust its schedule to meet his requirement, and the local schools can provide the appropriate setting for his particular need in field study. Other teacher preparation programs can use this system of student-university-local school cooperation because all

the requirements for initiating this program are available in all local communities where a teacher preparation program is based. It has the advantage that it can be implemented without major additional financial, personnel, or material costs. It has been the University of Louisville's experience that cooperating school districts are eager to assist in training students to meet the community's educational needs.